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ABSTRACT

GRADES OR AGES: Grade 7. SUBJECT MATTER: Social studies; Europe and the Soviet Union. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into two subunits--government and economic development. The central portion of each subunit is laid out in three columns, one each for topics, activities, and materials. The guide is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: Objectives for each unit are listed on the first page of the subunit. Activities are listed in the second column of the central portion. Each group of activities is related to a topic in the first column. INSTRUCTIONAL MATERIALS: Materials are listed in the third column of each subunit. Each group of materials is related to one or more activities in the second column. In addition, five to ten pages of appendixes at the end of each unit contain curriculum materials. STUDENT ASSESSMENT: A one-page section in each subunit entitled "Evaluation" lists ideas students should understand and skills they should possess by the end of the subunit. OPTIONS: The guide is prescriptive as to course content and timing. Activities and materials listed are optional. (RT)

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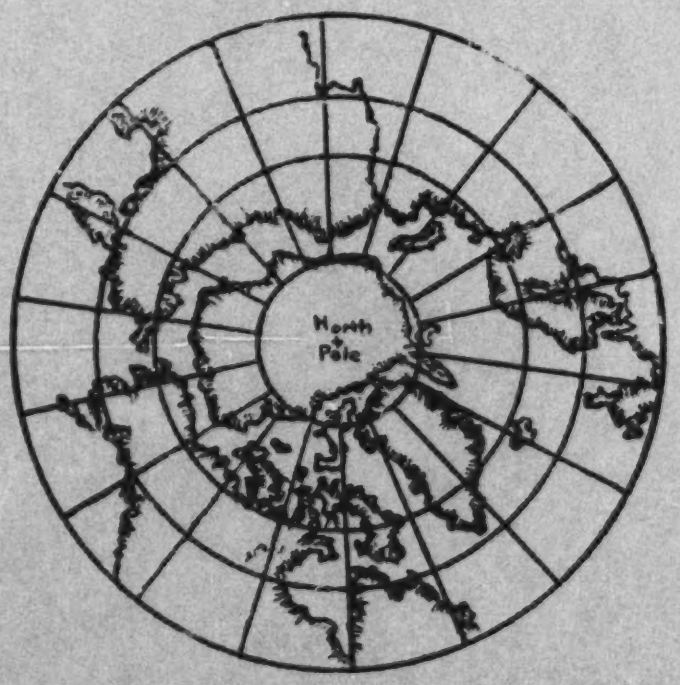
WESTERN EUROPE AND THE SOVIET CULTURE REGIONS
RESOURCE UNIT IV
GRADE 7



RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS

SP007074

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SECTION I: POLITICAL SYSTEMS OF WESTERN EUROPE AND THE SOVIET CULTURE REGIONS

SUGGESTED TIME: 3-4 WEEKS

A. MAJOR UNDERSTANDINGS

1. The students should become familiar with the basic governmental patterns found in Western Europe and the Soviet Culture Regions.

2. The students should realize that the political divisions of Western Europe and the Soviet Culture Regions have changed greatly through the ages.

B. OTHER UNDERSTANDINGS

It is the specific aim of this unit to develop an understanding of the following:

1. Cultural diversity exists within many of the countries of Western Europe and the "Soviet" largely because of the changes in political alignment which have occurred through the years.

2. Nationalism, originally a Western European doctrine, has spread throughout the world.

3. The current trend in Western Europe seems to be toward international organizations of various types, the most important of which is the European Economic Community.

4. The international communist movement has broken down into various forms of national communism within the Soviet Culture Region.

5. The Russian Revolution of 1917 was the culmination of dissatisfaction with the autocratic regime and had been brewing for many years.

6. Political realities in the U.S.S.R. differ from the theories advanced by Marx and Lenin or the rights proclaimed by Stalin and others.

7. Communist Parties function in the Soviet Union, Western Europe, Eastern Europe, and other parts of the world.

8. The countries of the Western European and Soviet Culture Regions have participated (and are participating) in such international organizations as the United Nations, NATO, Warsaw Pact, Comecon, and EEC.

C. VOCABULARY

absolutist

autocratic

Bolshevik

cabinet

centralized

Communist Party

czar (tsar)

Decembrists

democratic

direct participation

fascism

feudal

federal

internationalism

limited participation

monarchic

nationalism

nationality

Nazism (Naziism)

patriotism

premier (Prime minister)

presidential

proletariat

representative

republic

soviet

totalitarianism

D. DEVELOPMENT OF UNIT

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are the present political divisions of Western Europe and the Soviet Culture Regions? **How and why have these divisions been altered?**	Examine maps in the Classroom Atlas and textbooks as well as wall maps to determine the present political divisions found in Western Europe and the Soviet. Point out to the class that the 2 regions have not always looked as they do today. A brief review should be made of information gathered earlier on the size of the individual political units and the population distribution within those units. Discussion of the following questions would be helpful: . In each culture region where is the population concentrated? . In each political unit where is the population concentrated? . Can you determine why the population is distributed as it is? . What does a large concentration of urban population indicate about a country? about a region? . What does a large concentration of rural population indicate about a country? about a region? Define the phrase "cultural diversity." From the study of Section II the class should recall that within most of the countries of Western Europe and the Soviet, cultural diversity exists. The class might be divided into 2 groups and using charts and maps made earlier prepare a discussion on the cultural diversity which exists within each culture region and the reasons for its existence.	Rand McNally: Classroom Atlas Wall maps TRSS-38-3 Eastern Europe TRSS-38-4 Western Europe

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	To point out that both culture regions have not been static but rather dynamic areas and that the problem of achieving a viable government is a constant one, the class might examine and then make maps of what each culture region looked like politically at about the following dates: . 1850 . 1900 . 1920 . 1960 Three groups of students might do research on the periods from 1850-1900, 1900-1920, and 1920-1960 to determine the causes of the various political changes during these periods. Class discussion should follow the reports. Questions to be discussed should include: . What political changes have occured in Western Europe and the Soviet culture regions in the last hundred years and why? . Where has there been political stability? . What patterns of change and of stability are apparent?	
What is nationalism? Why is it an important phenomenon? When did it begin to become important?	The term nationalism has different meanings. It may be noble or base; a process, feeling, or emotion. The teacher might ask various members of the class for their definition of nationalism. According to Carlton J.H. Hayes nationalism, a modern phenonenon, is a fusion of nationality and patriotism, two long-extant elements. The doctrine of nationalism advocates unity and independence. (within a political entity). Some suggest that the modern movement toward nationalism	Fideler: Europe With Focus on Germany pp. 67-70 Allyn & Bacon: Global History of Man pp. 171-172 Allyn and Bacon: Readings in World History pp. 162-163

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Class discussion - What elements are characteristic of a nationality? Explain to the class that the characteristics listed are all subject to exception. Nationalism's most basic and universal characteristic is the feeling or awareness a people develop that they are a nation. The following items contribute to that feeling: . Uniformity of language - this is most basic although there are exceptions. . Cultural differentiation (from other nations) . Religion . Political Institution . Common tradition What is the importance of each of these characteristics? Why is a uniform language so important? Point out that all of these conditions are not necessary. Have them name some countries which are examples of exceptions. A student could prepare a report on the rise of nationalism in various countries of Western Europe and the "Soviet" . France . Poland . Italy . Germany Point out that nationalism is a Western European phenomenon that has spread to all parts of the world. Where is nationalism currently a prevalent ideology?	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What form has nationalism taken today in Western Europe and the Soviet Culture Region?	Originally Marx conceived of Communism as an international movement in which the state would wither away and one's allegiance would be to the proletarian or the working class. How does the present communist movement compare to this original conception? (Unrest in Eastern Europe in 1968 is a good example) In Western Europe the movement seems to be toward some sort of an international organization of Western European states. The Common Market is a start. What implications does this have for the future of Western Europe?	
What are the basic governmental patterns found in Western Europe and the "Soviet"?	The government of each country is, of course, unique and within any political structure even those we refer to as stable, there is constant change. With the class discuss the reasons for constant change within a political structure. To determine the various types of political systems found in these two culture regions the following categories will be investigated. Therefore a discussion should precede the work. It should be centered around the following ideas: . What is the structure of the government? A. Federal-indicates a compact in which the local governments have retained certain powers and turned other power over to the central government. B. Centralized-all power concentrated at national level (it may be delegated)	Fideler: Europe With Focus on Germany pp. 299-309 Scholastic Press: Western Europe pp. 123-126 Holt, Rinehart & Winston: Knowing Our Neighbors p.239 Scott Foresman: Beyond the Americas pp. 57-60;69; 114-120 Life: Eastern Europe pp.85-88 N.E.A.: Other Lands Other Peoples pp. 7-58 (selected pages)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	What type of control is exerted? A. Democratic - the people or the electorate have some voice in government through recognized and regulated channels. Competing ideas are encouraged. B. Absolutistic - a dictatorship of one party or one person How is the head of state determeined? A. Monarchic-inherited title B. Republic-elected leader What type of participation do the people have in the government? A. Direct-every member of the electorate participates B. Representative-the electorate choose representatives to express their desires C. Limited-only a certain group, because of party or family affiliation, participate. (This may result from theory as in a one-party system or custom as in an oligarchy.)	Allyn & Bacon: Eastern Lands pp.157;159; 175;211-214; 252-254;279 Filmstrips SS-G-1 The German (Under Hitler) SS-M-3-e Rise of Democracy in England SS-I-14 Italy: A Struggle for Democracy

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	. What controls are placed on the leader? A. Cabinet - leader selects this body. Leader and Cabinet are responsible to Parliament B. Presidential - regular term elections are held and leader is responsible directly to the people. A report should be prepared by several students on the nature of cabinet government. They should discuss how the Cabinet is chosen, its duties, and the reason it is called "responsible government" Britain and West Germany may be used as examples of Cabinet government in Western Europe. After the various terms are discussed the class might try to describe the governments of countries in Western Europe and the Soviet according to the areas and terms discussed. For instance France would be centralized, democratic, republican, limited, and presidential. Refer to Appendix A for chart. After this exercise has been completed a large chart might be made with the above categories on it and all of the countries of Western Europe and the Soviet on it. From this chart comparisons and contrasts can be drawn between the governments of the various countries. Class discussion - What type of government predominates in each area? Why?	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Two groups of students might be chosen to do research and report on the two forms of totalitarianism that dominated Western Europe in the 1930's - Nazism and Fascism. In the report should be an explanation of the meaning of these terms as well as information on the policies followed by both regimes to institute their reign. A group of students might prepare reports on the development of the government in some specific countries of Western Europe. A special report should be prepared on the government of Spain. What is it in theory? What is it in reality? Another report might be prepared on the government of Portugal.	
Who have been some important twentieth century political leaders in Western Europe?	Work on this question might be done by the entire class, several groups of students, or individual students depending upon the ability and interest of the class. Refer to the appendix for some suggestions as to personalities. Included in the various reports on these political leaders should be the following information: . Country . Position . Term of office or Dates of service . Accomplishments . Contributions . Philosophy	Library Books Encyclopedia Film S.N.D.-V-5-I-9 Enigma of Charles de Gaulle

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What was the Russian Revolution of 1917? Why did it occur? Who were its leaders?	From the fifteenth centrury until the Revolution of 1917, Russia was ruled by the czars. Under their autocratic rule the masses of the people were peasants and no middle class, as we know it in America, existed until the later 19th century. Dissatisfaction with the regime had been growing and in 1825 a group of enlightened nobles and military officers united in the hopes of bringing reforms and a limited monarchy to Russia. This Decembrist revolt failed. A group report on the Decembrist, their aims, and failure could be made. Under Alexander II who ruled after Nicholas I, the serfs were freed and some reforms made. However these reforms did not go far enough. A report on Alexander II in particular and also the political developments in Russia for the remainder of the century might be given. A report on the establishment of the Duma or Parliament in 1905 could be given. Why was it unsatisfactory? In 1917 two revolutions occurred in Russia. In the March revolution the tsar was overthrown and in the November revolution the Bolsheviks established their control. Two reports should be given on these revolutions pointing out the leaders, motivation, and results of both. A special report should be given on some of the leaders of the Russian revolution of 1917. Among these would be:	Ginn: Soviet Union pp.33-48 Allyn & Bacon: Soviet Union pp. 28-36 Life: Russia pp. 29-33 Scholastic Press: Soviet Union pp. 34-64 Fideler: Soviet Union pp. 41-52 Lippincott: Land and People of Russia pp. 132-156 Allyn & Bacon: Readings in World History pp. 349-350; 355-360 Allyn & Bacon: Eastern Lands pp. 303-306 Scott Foresman: Beyond the Americas pp. 155-158 Holt, Rinehart & Winston: Knowing Our Neighbors pp. 289-290 Filmstrips SS-B-16 Bolshevik Revolution: Fifty Years Later SS-C-44 The Challenge to Communism: The Quest for Power

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	. Alexander Kerensky . Leon Trotsky . Vladimir Ilyich Ulianov-Lenin It should be pointed out that many of the Russian revolutionists changed their names to protect themselves from the police. Another report should be prepared on the Bolshevik party which rose to power in November of 1917. What was the Marxian philosophy which Bolsheviks adopted? Who was Karl Marx? What was a soviet? How did the Bolsheviks gain control of all of Russia? When was the term U.S.S.R. introduced? What does it mean? When was the Communist Party established in Russia? A report might be prepared on the attempt by some of the White Russians to re-establish the monarchy. The movement never gained much support because the White Russians were motivated primarily by the desire to get their lands back.	Filmstrips con't SS-C-46 The Challenge of Communism: The Battle for the Minds of Men Film S.N.D.v-10-I-4 The Russian Revolution and the Fifty Years That Followed
How is the Soviet Union governed today?	Theoretically the political system of the Soviet Union is similar to that of the United States. However, there is only one legal political party in the Soviet Union - the Communist Party. A group report should be prepared on the Communist Party which grew out of the Bolshevik Party. There should be information on the structure of the party, its membership, and its methods of control. It should be noted that only a small percentage of the population - about 4% - belong to the Communist Party. It should also be noted that many of the people elected to office are not members of the Party.	Scholastic: Soviet Union pp. 67-80 Scholastic: Eastern Europe pp. 20-34;67-71 Life: Russia pp. 49-54;95-109 Life Eastern Europe pp.47-97; 151-152 Ginn: Soviet Union pp. 54-65

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	At this point some information on Marxian theory should be presented to the class. It should be pointed out that according to theory the state is doomed to wither away. In its place will be established the dictatorship of the proletariat (worker). No one individual will own property or the means of production but instead it will be owned by everyone in common. A classless society will be established in which everyone is a proletariat and no one a capitalist. However, in the Soviet Union the state remains a powerful force and a new class of political bureaucrats has emerged. These political bureaucrats belong to the elite - the Communist Party. A student report on Karl Marx and his ideas and beliefs might be given. How did the times in which he lived affect Marx's philosophy? A report might be given on the Constitution of 1936 which with its ammendments is the basis for the present government of the Soviet Union. How does the Soviet Constitution compare with the facts? Class discussion of the following questions: How has the Communist Party exerted such complete control in the U.S.S.R.? Why has the Soviet government gained popularity with the people?	Fideler: Soviet Union pp.56-67 Allyn & Bacon: Soviet Union pp. 25-28 Allyn & Bacon: Readings In World History pp. 359-360 Allyn & Bacon: Eastern Lands pp. 306-309 Scott Foresman: Beyond the Americas pp. 158-170 Lippincott: Land and People of Russia pp. 168-172 Filmstrips SS-L-16 Looking Through the Iron Curtain SS-Y-4 Yugoslavia Under Communism SS-S-31-D Citizens Rights in the Soviet Dictatorship Transparency TRSS-65-ii Communism in the World

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	A group report should be given on the Communist Parties in Eastern Europe. What are their connections with the Party in the U.S.S.R.? When, why and how did Communism become the dominant force in Eastern Europe? A map might be made showing the countries of Eastern Europe and the years in which they came under Soviet influence. A report might be given on several specific countries in Eastern Europe, such as East Germany or Yugoslavia, showing how their governments function and comparing their governments with that of the Soviet Union. A report might be given on the Hungarian Uprising in 1956. Class discussion - Have there been any more recent forms of protest in Eastern Europe? Where? When? For what reason?	
Who have been some important 20th century leaders in the Soviet Culture Region? **What were their accomplishments and contributions?**	Again work on this question might be done by the entire class, several groups of students, or individual students depending upon the ability and interest of the class. Refer to the appendix for some suggestions as to personalities. Included in the various reports on these political leaders should be the following information: . Country . Position . Term of Office or Dates of Service . Accomplishments . Contributions . Philosophy	Scholastic: Soviet Union (selected pages) Scholastic: Eastern Europe (selected pages) Ginn: Soviet Union pp. 39;48-49

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What part have Western Europe and the Soviet played in foreign affairs since 1945?	Several students might read in various books to determine the general trend in foreign policy for each culture region. An informal report on their findings should be followed by class discussion. Points to mention: <u>Soviet Culture Region</u> . Expansion . Military build-up . Aid to underdeveloped areas . Peaceful co-existence . World trade-effects of "dumping" goods on the world market Who determines this policy? How does the policy of peaceful co-existence fit in with Marxian theory? <u>Western Europe</u> . Economic integration . Diffusion of European ideas-economic, scientific, political . Decline of European leadership What effect has the economic integration in Western Europe had on other forms of integration?	Laidlaw: <u>United States and the Soviet Challenge</u> pp. 39-47 Laidlaw: <u>The New Europe, The Common Market and the United States</u> pp. 2-31 Allyn & Bacon: <u>A Global History of Man</u> pp.217-222 Ginn: <u>Soviet Union</u> pp.105-118
What part have the countries of Western Europe and the 'Soviet' played in international organizations? . The U.N. . NATO . Warsaw Pact . Comecom . International Congress of Communist Party	Five groups of students might be chosen to deal with the organizations listed. First they should determine the nature and purpose of each organization and the period in which it was founded. They should also determine whether or not the organization has fulfilled its purpose. In dealing with the U.N. they should select specific agencies in which the countries of Western Europe and the 'Soviet' have been active. They should also point out the extent to which each organization is and is not international in scope. (Note the EEC-Common Market-has been omitted as it is discussed in the Economic Unit. If the teacher feels discussion of the EEC would be more appropriate here she should bring it in)	

E. EVALUATION

1. Are the students familiar with the present political divisions of Western Europe and the Soviet Culture Regions and do they know how and why these divisions came to be?

2. Do the students understand the meaning of the term "cultural diversity" and the reasons for its existence in certain areas?

3. Do the students know the meaning of the term "nationalism" and are they aware of the importance of nationalism in Western Europe and the Soviet Culture Regions?

4. Can the students discuss the present form of nationalism in Western Europe and the Soviet Culture Regions?

5. Are the students able to classify the various governments of Western Europe and the Soviet according to structure, control, determination of leader, type of participation, and controls placed on the leader?

6. Do the students have some knowledge of Nazism and Fascism as forms of totalitarianism?

7. Are the students familiar with some important Twentieth Century political leaders in Western Europe and can they understand why they are important?

8. Do the students know what the Russian Revolution was, when and why it occurred, and who some of its leaders were?

9. Are the students familiar with the term Bolshevik and can they discuss some of the basic Marxian philosophy which the Bolsheviks adapted?

10. Do the students have an understanding of how the Soviet Union is governed today and what the function of the Communist Party is in the governments of the Soviet Culture Region?

11. Are the students familiar with some important Twentieth Century political leaders in the Soviet Culture Region and do they understand the significance of these?

12. Are the students familiar with current trends in foreign policy in the Soviet and Western European Culture Regions?

APPENDIX A

TERMS RELATED TO

AN ANALYSIS OF GOVERNMENT

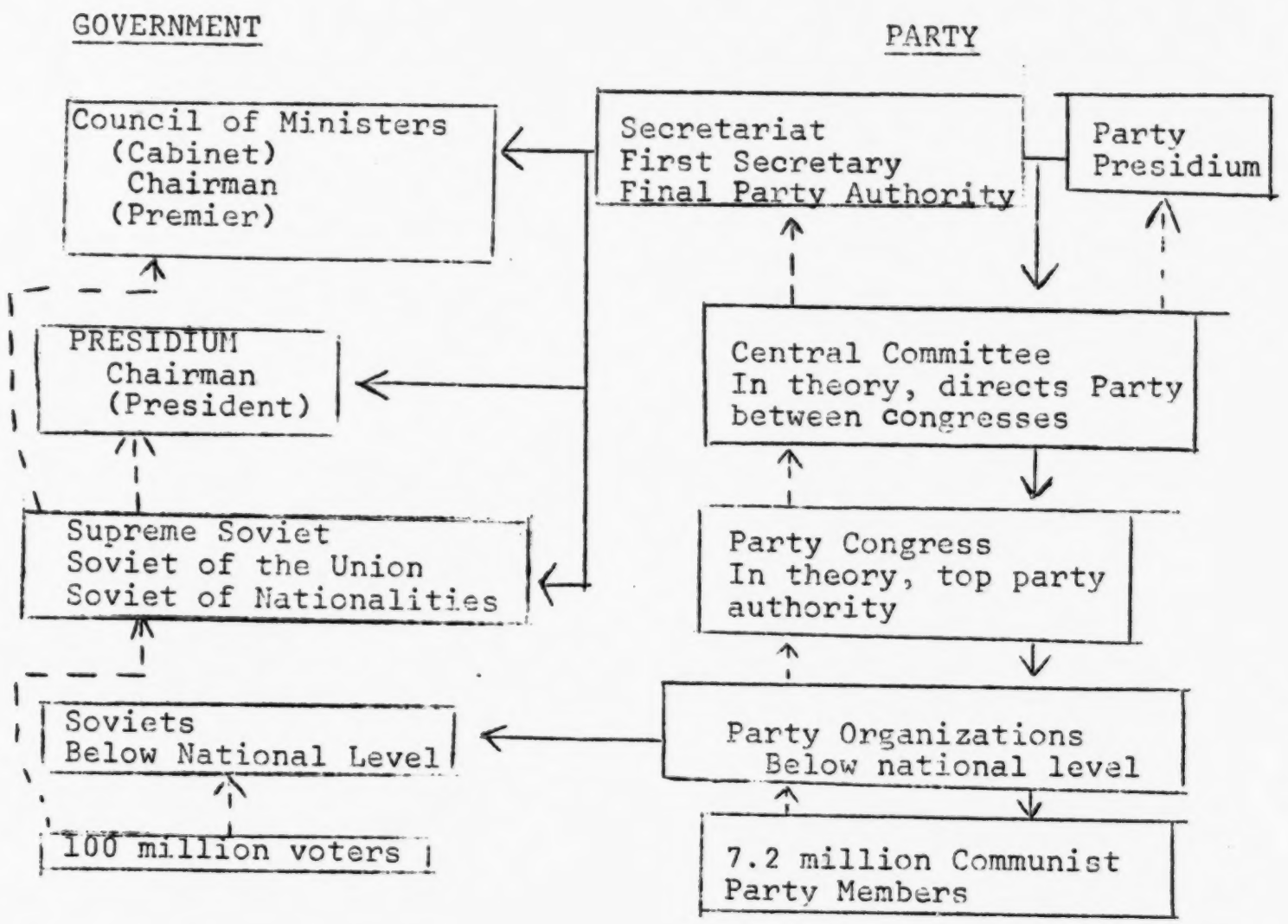
QUESTIONS:

What are two basic structures for the government of a country?	federal	centralized	
What types of control may be exerted?	democratic - "the people" = the electorate	absolutistic - dictatorship of one party or one person	
How is the head of state selected?	monarchy - inherited	republic - elected	
What are there means by which the people may participate in the government?	direct	representative	limited
What are two modes of central government?	cabinet "responsible" to parliament	presidential "fixed elections"	

B. SOME IMPORTANT TWENTIETH CENTURY POLITICAL LEADERS-WESTERN EUROPE

Konrad Adenauer - West Germany
Clement Attlee - United Kingdom
Georges Bidault - France
Neville Chamberlain - United Kingdom
Winston Chruchill - United Kingdom
Georges Clemenceau - France
Alcide de Gasperi - Italy
Charles De Gaulle - France
Eamon De Valera - Ireland
Tage Erlander - Sweden
Franciso Franco - Spain
Lloyd George - United Kingdom
Paul von Hindenburg - Germany
Adolph Hitler - Germany
Benito Mussolini - Italy
Vittorio Orlando - Italy
Marshall Henri Petain - France
Antonio de Oliveira Salazar - Portugal
Pierre Mendes-France - France
Robert Schuman - France
Paul Henri Spaak - Belgium

C. GOVERNMENT AND PARTY -- U.S.S.R.



Real lines of Power

Theoretical Lines of Power

Source: Washington Post and Times Herald

D. SOME IMPORTANT POLITICAL LEADERS SOVIET CULTURE REGION

Eduard Benes - Czechoslovakia
Lev Bronstein (Leon Trotsky) - USSR
Josip Broz (Marshal Tito) - Yugoslavia
Iosif Vissarionovich Djugashvili
(Josef Stalin) - USSR
Alexander Dubcek - Czechoslovakia
Gheorghe Gheorghiu-Dej - Romania
Wladyslaw Gomulka - Poland
Janos Kadar - Hungary
Alexander Kerensky - USSR
Nikita S. Khrushchev - USSR
Georgii Malenkov - USSR
Pal Maleter - Hungary
Jan Masaryk - Czechoslovakia
Thomas Masaryk - Czechoslovakia
Cardinal Mindszenty - Hungary
Imre Nagy - Hungary
Marshal Jozef Pilsudski - Poland
Alexander Stamboliski - Bulgaria

SECTION II: ECONOMIC DEVELOPMENT

SUGGESTED TIME: 4-5 WEEKS

A. MAJOR UNDERSTANDINGS

1. The students should understand the basic theoretical and practical distinctions between a capitalist and a socialist economic system.

2. The students should be familiar with the degree to which the "Soviet" and Western European culture regions have developed economically.

B. OTHER UNDERSTANDINGS

It is the specific aim of this section to develop an understanding of the following:

1. Basically there are two types of economic systems found in Western Europe and the "Soviet" but neither system exists in its purest form.

2. The European Economic Community (EEC) has successfully achieved a degree of economic integration within Western Europe.

3. Under communism, economic systems of the Communist Bloc have grown and developed tremendously.

4. A wide variety of natural resources has helped to make Western Europe one of the most important manufacturing areas in the world.

5. The Soviet Union is rich in natural resources but they are scattered throughout the country and in most cases located away from the populated areas.

6. Western Europe's agricultural output is varied.

7. The Soviet Union contains much rich soil, but a great deal of this huge territory is not suitable for agriculture.

8. Western Europe is well situated for world trade.

9. The Soviet culture region is well-situated for world trade but most of its trade is carried on within the Communist Bloc.

C. VOCABULARY

capital

capitalism

collective farm

commerce

Common Market (EEC)

communism

Communist Bloc

dictatorship

economic system

European Coal and Steel Community (ECSC)

European Free Trade Association (EFTA)

Gosplan

kolkhoz (y)

market

Marshall Plan

peasant

profit incentive

property

quota

serf

socialism

sovkhoz (y)

tariff

totalitarian

welfare state

D. DEVELOPMENT OF UNIT

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is an economic system?	With the class discuss the characteristics of an economic system. We may define an economic system as the nature of economic life with particular reference to the ownership and use of property and the extent of government control and regulation. Thus in order to judge an economic system we would ask such questions as: . Who owns the property and means of production? . Who determines to what purpose the property will be put? . How much control does the government have in business and industry? . What specific regulations has the government set? Although the specific countries of Western Europe and the Soviet may have a variety of economic systems, they are basically of two types: . Capitalistic . Socialistic The class might be divided into 2 groups to read in their texts and find the characteristics of each system: Capitalism . private ownership . free enterprise . individual private initiative . competition . profit incentive . market prices (price at which commodity is sold) determined by supply and demand.	Scott Foresman: Soviet Union pp. 25-29 Scott Foresman: Western Europe pp. 19-24; 71 Ginn: Soviet Union pp.66-69 Holt, Rinehart & Winston: Knowing Our Neighbors p. 325 Lippincott: Land amd People of Russia pp. 149-156

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	At this point if resources are available and the students are capable assignments might be made to study the economic systems of specific countries and compare the system which has developed with the theoretical model. Suggested countries . Great Britain . France . West Germany . Sweden . Poland . East Germany . Yugoslavia . Czechoslovakia	
What is the purpose of the European Economic Community **and how does it function?**	The EEC is commonly referred to as the Common Market. It is based on the idea of economic integration among the countries of Western Europe. The movement toward economic integration began after World War II. Several students might report on the effects of that war on the economies of Western European countries. Western Europe was also influenced by the hostile pressures from the East (Communism) and pressure from the United States in the form of economic aid with the condition that Western Europe move toward economic unity. Perhaps some students might report on the Marshall Plan (1948-1952) and the experience it gave Western European countries in working together. An important step toward the establishment of the EEC was the start of the European Coal and Steel Community in 1952. A report should be prepared on the countries involved, how it operates, and its accomplishments.	Scholastic Press: Western Europe pp. 152-155 Scott Foresman: Western Europe pp. 25-57 Fideler: Europe With Focus on Germany pp. 163-170 Allyn & Bacon: Eastern Lands See index Holt, Rinehart & Winston: Knowing Our Neighbors pp. 217-218 Library Books

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	The main point for the class to understand is that the governing body of the ECSC makes all decisions about coal, steel, and iron ore. Another organization which might be investigated is Benelux. In what way did it serve as a step toward economic intergration? One of the important steps taken by the ECSC was the abolition of tariffs and quotas on these products. Discuss the importance of this step. The European Common Market was itself formed in 1958. It was the result of the Treaty of Rome signed in 1957 by 6 countries. A group report on this treaty, the purposes of the EEC. its results, its future, and its members, should be prepared. Class discussion - what are the advantages and disadvantages of the common market to its members? One of the countries not in the Common Market is Britain. Its application for membership in 1963 was vetoed by France though accepted by the other five countries. Perhaps a student might report on this veto and the reasons behind it. A report should be prepared on the European Free Trade Association covering its purposes, membership, and achievements. On anoutline map of Western Europe place the countries in the EEC and in EFTA.	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Make a time line showing some of the events leading up to the formation of the EEC. A special report should be prepared on the effects the EEC has had on the rest of the world and particularly on the United States. For information on the Common Market write to: European Community Information Service 230 Southern Building Washington, 5 D. C.	
How has the Soviet economic system developed? What is the communist bloc?	For many centuries Russia developed apart from the commercial and industrial revolutions in Western Europe. Until the 20th century it was predominately an agrarian country. (as were the United States, France, Germany, Italy, etc.) Some advances in industry and science were made under the Czars. A report should be given on the steps taken by Peter the Great and others to modernize Russia. A comparative report should be made on serfdom, and its abolition in Great Britain, United States and Russia. What economic advances in Great Britain and in Russia were made after the abolition of slavery? The czarist government was overthrown in March of 1917 and in Nov. of 1917 Lenin and the Bolsheviks gained control. They wanted to industrialize quickly and insitute a socialist economy but they soon realized that it was necessary to plan	Allyn & Bacon: Soviet Union pp. 44-54 Scott Foresman: Soviet Union pp. 3-17 Scholastic Press Soviet Union pp. 81-88;99 Ginn: Soviet Union pp. 70-71; 73-76 Fideler: Soviet Union pp. 38-39; 42045;49-52;118 Holt, Rinehart & Winston: Knowing Our Neighbors pp. 286-290;333-336 Allyn & Bacon: Readings in World History pp. 367-374

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	carefully. A report on the New Economic Policy (NEP) might be helpful at this time. In the mid 1920's Josef Stalin assumed control of Russia. A group report should be made on the economic policies followed by Stalin - the Five Year Plans- on the cost of industrial development, and on the results. Khrushchev took over Soviet rule in the mid 1950's. Have a report given on the purposes and accomplishments of Khrushchev's economic policies. Class discussion - what is the value of economic planning? At this time the class might be introduced to the term "Gosplan" which is the Soviet State Planning Commission. It might be helpful to make an examination of charts showing the increase in production in various Russian industries in order to get an idea of the rapidity with which the soviet economic system grew. The Communist Bloc consists of countries of Eastern Europe - or the other countries in the Soviet Culture Region - and the Communist countries of Asia. Make a map showing the countries of the Communist Bloc. Most of the foreign trade of the Soviet Union is carried on within this Bloc.	Film S.N.D.-V-10-1-4 Russian Revolution and the Fifty Years that Followed. Filmstrip SS-B-16 Bolshevik Revolution: Fifty Years Later

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What resources are available in Western Europe and the "Soviet?" A. Natural and Physical Resources B. Human Resources C. Capital	Perhaps the class could be divided into 6 groups to investigate and report on the resources found in Western Europe and the "Soviet". Two large groups would report on the natural resources in each area and perhaps be subdivided into a group studying mineral resources and one studying forest resources. The students working on physical and human resources would be gathering materials which have been covered earlier. Natural and Physical Resources It would be helpful to have maps prepared showing the location of mineral and forest resources in Western Europe and the Soviet Culture Regions. Among the important mineral resources found in Western Europe and the Soviet are: coal, iron ore, bauxite, lead, zinc, molybdenum, salt, sulfur, tin, petroleum, manganese, nickel, chromium, tungsten, vanadium, potash, phosphates, potassium salts, uranium, copper In the report on the mineral resources information should be given on where they are found, their availability, how they are used, and what they look like. Samples of some of these minerals would be helpful. A comparison should be made of the amount of certain key resources available in each area. . coal . Iron ore . Tungsten . Copper	Fideler: Europe With Focus on Germany pp.131-152;156-162; 236-265 Fideler: Soviet Union pp.104-136 Scott Foresman: Soviet Union pp. 18;23-25 Scott Foresman: Western Europe pp. 12-15;58 Allyn & Bacon: Soviet Union pp.42-44;51-56 Ginn: Soviet Union pp.68-69;73 Scholastic Press: Soviet Union pp. 91-94;97-99 Holt, Rinehart & Winston Knowing Our Neighbors pp.190-194;199-209;223-227; 239;308-313; 333-336. Scott Foresman: Beyond the Americas pp. 458-469 Lippincott: Land and People of Russia pp.162-168; 172-176

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Included in the report on forest resources should be information on where these resources are located and on the major wood products of these forests. Included in the report on resources should be information on fishing telling where the main fishing grounds are located, the types of fish caught, and the uses of the fish. Physical features are another natural resource - the basic question here is how have the physical features - discussed in section 1 - helped or hindered the economic development of each area? For example how many rivers are available to be used for hydro-electric power? Navigation? Irrigation? How many canals are available? How much level land is available for farming? This group might prepare a panel discussion on their findings. The report on natural resources should be culminated with a comparison of resources in the 2 culture regions. This can be done by using maps and statistics. Human Resources . Number of People . Distribution - rural vs. urban . Education - degree of literacy . Life expectancy (discuss reasons for differences) . Number employed in various jobs . Health and welfare . Skill Class discussion - Are the human resources of each area being used to greatest advantage? What potential does each area have?	Oxford Press: Economic Atlas Ginn: Eurasia pp. 39;43,44-50;71-72;83-84; 85-88;97-98; 101-104;114-115;117;120-123;129;131-132;141-143; 153-155;157-158;164;167-168;170-171;179-180;181;186;199; 216-217;228-229; 236;248;254; 261;271. Van Nostrand: World Geography and You pp.239-252;306-313;342-350 Almanac Film R-207 Russian Life Today Filmstrips 11-SS-N-20-D Soviet Union Transportation and Communication FLF-F-1-D Economic Geography ef France SS-L-9-D U.S.S.R. Goods, Markets and Stores SS-L-9-E U.S.S.R. Transportation and Communication

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Capital - the major questions here would be: . To what degree are the raw materials and natural resources (potential) of each area utilized? Industry Trade . What investment is made in each of the major industries? Equipment Plant Inventories Charts or graphs might be made comparing the amounts of certain materials manufactured in Western Europe and the "Soviet". These might include: Lumber — Shoes Steel — Refrigerators Electric Power — Passenger Cars Which of these are necessities? Luxuries? Which do the Communist countries concentrate on? Why? Compare the price and availability of these products in each area. Comparative reports might be made on various industries in both areas. To what degree are these developed? What potential does each have? . Chemical . Textile . Metal . Automobile . Transportation and Communication	Filmstrips (con't) SS-L-9-G U.S.S.R. Natural Resources SS-S-31-A Economic Life in the Soviet Union SS-S-39-b Industries of Norway SS-S-39-e Industries of Sweden SS-S-39-g Denmark-Land, People and Industries SS-U-8-b USSR- Natural Resources and sndustry SS-U-8-c USSR- The People and Consumer Goods SS-U-8-e USSR-Transportation and Communication

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	A group of students should prepare a special report on the Soviet collective farms or kolkhoz. In this report should be included information on the movement toward collectivism and the problems the communist encountered. Also information on the Soviet economic policy in regard to agriculture and the degree of success to date. A distinction should be drawn between the kolkhoz and the sovkhoz. In class discussion compare the agricultural output of the Western European and the Soviet culture regions. Also talk about the agricultural production per acre or the number of tractors and other machinery found per acre and the significance of the figures.	Ginn: Soviet Union pp. 71-73 Allyn & Bacon: Soviet Union pp. 39-42 Allyn & Bacon: Eastern Lands pp. 89-90; 160-161 See index Scott Foresman: Beyond the Americas pp.68-69;79-80; 100-101;103; 104;136-137; 140;145-147;148-149 Holt, Rinehart & Winston: Knowing Our Neighbors pp.195-199;232; 297-307;318; 329-333 Van Nostrand: World Geography and You pp. 267-273;297-305;351-355 Allyn and Bacon Readings in World History pp.376-378 Oxford Press: Economic Atlas Almanac Filmstrip SS-S-38-c Farming and Rural Life-USSR

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
How do the Soviet Culture Region and Western Europe compare in trade and commerce?	The purpose here is to discover to what extent each area trades. This might be done by examing the figures on imports and exports of key products such as: . foodstuffs . minerals . manufactured goods Class discussion might center around questions such as: to what extent can the country import and export luxuries as well as necessities? A question to discuss and investigate is to what extent communist and non-communist countries trade with each other. Another question to discuss and investigate is the economic effect of both the Common Market and the communist system on the United States.	Oxford Press: Economic Atlas Fideler: Europe With Focus on Germany pp. 152-155 Almanac N.E.A.: Other Lands, Other Peoples pp. 7-58 (selected pages) Scott Foresman: Western Europe pp. 69-70 Library Books Encyclopedias
What international agencies have played a role in Western Europe and the Soviet?	Two organizations of the United Nations which provide technical aid are the Food and Agricultural Organization (FAO) located in Rome and the United Nations Educational, Scientific and Cultural Organization (UNESCO) located in Paris. Several students might use the library to prepare reports on these agencies and the aid they have provided to the Western European and Soviet culture regions.	Library Books

As an added activity for interested students, library reports might be prepared on some of the specific European families which have been influential in business. Among these would be:

Krupp-armaments
Rothschild-banking
Nobel-munitions
Baring-banking

E. EVALUATION

1. Do the students understand the meaning of the term "economic system?"

2. Can the students draw distinctions between socialism and capitalism?

3. Are the students familiar with the functions and purposes of the EEC? of the EFTA? of the ECSC?

4. Is there an understanding of the way in which the Soviet Union achieved its rapid economic growth?

5. Are the students able to locate, identify, and give the importance of the major resources of Western Europe and the "Soviet?"

6. Can the students understand why capital and human beings are considered resources?

7. Are the students aware of the way in which these resources have been utilized in the development of the economy?

8. Are the students aware of the extent to which these areas have been developed industrially and agriculturally?

9. Is there an understanding of the extent to which agriculture is important to the economy of Western Europe and the Soviet culture regions?

10. Can the students determine and evaluate the effect that transportation and communication have had on the development of the economy in Western Europe and the "Soviet"?

11. Can the students identify and examine the patterns of trade in Western Europe and the "Soviet"?

12. Are the students able to identify any international agencies which have aided in the economic development of Western Europe or the "Soviet"?

13. Are the students aware of the effects that "Soviet" and Western European economic policy has had on the United States?

14. Are the students able to draw a comparison between the economic development of the Western European and Soviet culture regions?

APPENDIX

A. GLOSSARY

capital - one of the major factors of production consisting of property from which an income is derived, expressed in terms of money. Popularly, the term is frequently used interchangedly with CAPITAL GOOD. A distinction is sometimes made between money capital or that part of the capital held in the form of money and bank deposits, and property capital, or that part of the capital held in the form of evidences of ownership such as stocks, bonds, and mortgages. Then again, such instruments, together with money, are sometimes referred to as lucrative capital in contradistinction to capital goods. A few economists include acquired knowledge with the meaning of capital on the ground that it, too, is a source of income. In business practice, the term may refer merely to the net worth of an enterprise, or it may refer to all of the more permanent investments made by the owners or borrowed by them on a large term basis. In a still more general sense, the term may refer to the total assets of an enterprise.

capitalism or free enterprise - an economic system based upon the private ownership of all kinds of property and the freedom of the individual to contract with others and to engage in economic activities of his choice and for his own profit and well-being. In most cases the government maintains order, prevents abuses, and carries on such activities as private enterprises can not pursue with reasonable assurance of profit. Also government provides and regulates money, levies taxes, levies tariffs (and/or quotas), builds schools and public works.

consumption - the utilization of services or material goods for the gratification of human desires

a) conspicuous - the use of consumer goods in such a way as to create a display for the purpose of impressing others rather than for the satisfaction of a useful consumer demand.

Glossary (con't)

culture lag - the condition which exists when changes in ideas and practices pertaining to political, social, and economic life fail to keep pace with changes in the environment (not evenly experienced or understood by all segments of a society) caused by mechanical invention, technological innovation, depletion of essential natural resources, or similar circumstances

domestic market - the buying and selling within a country of goods produced there is what we call the domestic market [1]

economic growth - an increase in a nation's or an areas's capacity to produce goods and services coupled with an increase in production of these goods and services. Economic growth measured by annual rate of increase in a nation's gross national product, as adjusted for price changes. Better measure is increase in the real gross national product per capita. It occurs when production of goods and services increases faster than population. Therefore, each person gets a larger share of the economic pie. Economic growth requires putting together natural resources, human resources, capital goods, and technical and organizational skills, and using them to make more goods and services (more things for more people).

economic system - the nature of economic life as a whole, proposed or actual, with particular reference to the ownership and use of property and the extent of government regulation and controls.

exchange - the acceptance of one thing for another

good - anything external to man either material or immaterial that satisfies a human desire. There is no legal, moral, or ethical connotation in its technical use.

a) economic - anything external to man that is inherently useful, appropriable, and relatively scarce. They may be either material or immaterial. This is the same as consumer good.

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[1] Area Studies in Economic Progress - Africa. Scott Foresman, Company, Page 30.

Glossary (con't)

b) free - anything external to man which is inherently useful and which is in such bountiful supply that as much of it as desired can be had without conscious effort

gross national product - the total value at current market prices of all final goods and services produced by a nation's economy before deduction of depreciation charges and other allowances for business and institutional consumption of durable capital goods

As computed by the United States Department of Commerce for any given period of time it includes:

(1) personal consumption expenditures, that is, both goods and services pruchased and income in kind

(2) gross private domestic investments including inventory changes and new dwellings

(3) net foreign investments, that is, the excess accruing to a nation from the operation of international trade and finance

(4) government purchases of goods and services, but excluding financial transfers such as loan collateral and subsidy payments and transactions not related to income or product

industry - productive enterprise, especially manufacturing cr certain service enterprises such as transportation and communications, which employs relatively large amounts of capital and labor

labor - one of the major factors of production consisting of manual or mental exertion for which wages, salaries, or professional fees are received

market - the area within which buyers and sellers are in communication with one another and within which exchanges take place. The communication sometimes takes place face to face, and the market, then, is a very restricted one. On the other hand, the communication may be by telephone, telegraph, cable, or radio, in which case the market may be world-wide.

Glossary (con't)

national income - the total net earnings ascribable to the various factors employed in the production of goods and services in a nation during a particular period

(land, labor, capital, and entrepreneurship)

natural resources - wealth supplied by nature. Mineral deposits, soil fertility, potential water power, and fish and wildlife are included in the concept.

net national product - the total value at current market prices of all final goods and services produced by the nation's economy. Same as gross national product less allowance for depreciation.

production - the process of increasing the volume of goods to satisfy human desires or of rendering services capable of satisfying human desires.

services - the component of the gross national product consisting of the output of intangible items.

standard of living - the minimum of the necessities or luxuries of life to which a person or a group may be accustomed.

subsistence - a sufficient quantity of the necessities of life to maintain a bare livelihood

(The sources for the information in all the preceding pages were taken from:)

Dictionary of Economics (Everyday Handbooks), H. Sloan and A. Zurcher. Barnes and Nobel, New York, 1964.

The McGraw-Hill Dictionary of Modern Economics. Douglas Greenwals & Associates, McGraw-Hill Book Company, New York 1965.

B. INSTITUTIONS OF THE ECSC, EEC, AND EURATOM

FUNCTION	THE EUROPEAN COMMUNITIES		
A. Supervisory:	1. The European Parliamentary Assembly (142 delegates, selected by the national parliaments)		2. The Court of Justice (7 judges and 2 advocates general)
	COAL AND STEEL COMMUNITY (ECSC)	ECONOMIC COMMUNITY (EEC)	ATOMIC ENERGY COMMUNITY (EURATOM)
B. Political executive:	Council of Ministers (one member from each of national gov.)	Same	Same
C. Administrative executive:	High Authority (8 members appointed by national governments and a ninth co-opted by them)	Comission (9 members appointed by national governments)	Commission (5 members appointed by national governments)
D. Consultation:	1. Consultative Committee (51 members)	1. Economic and Social Committee (101 members) 2. Economic Policy Committee (21 members) 3. Monetary Committee (14 members) 4. Transport Committee (30 members)	1. Same 2. Scientific and technical Committee (20 members)
E. Administrative Departments:	1. Administration and Finance 2. Economy and Energy 3. Coal 4. Steel 5. Industrial Reorganization 6. Finance and Investments	1. External Relations 2. Economic and Financial Affairs 3. Internal Market 4. Competition 5. Social Affairs 6. Agriculture 7. Transport 8. Overseas Countries and Territories 9. Administration	1. Research and Instruction 2. Industry and Economy 3. External Relations 4. Security 5. Information 6. Radiation Control 7. Administration and Personnel 8. Budget and Finance

FUNCTION	THE EUROPEAN COMMUNITIES		
	COAL AND STEEL COMMUNITY (ECSC)	ECONOMIC COMMUNITY (EEC)	ATOMIC ENERGY COMMUNITY (EURATOM)
F. Special Agencies:	1. Mines Safety Commission 2. Transport Commission	1. European Investment Bank 2. European Social Fund 3. European Development Fund	1. Central Nuclear Measure 2. Joint Nuclear Research 3. Supply Agency

Source: Chase Manhatten Bank, The European Markets, January, 1964

C. OUTPUT IN SOVIET HEAVY INDUSTRY 1924-1952

Commodity	Unit	1924	1940	1945	1952
Steel	Million Metric Tons	1.0	18.3	12.3	34.5
Coal	Million Metric Tons	12.7	166.0	149.3	300.9
Oil	Million Metric Tons	6.1	31.1	19.4	47.3
Electricity	Billion Kilowatt-hours	1.6	48.3	43.3	119.1
Machine Tools	Thousands	2.0*	58.4	38.4	74.6
Tractors	Thousands	.01	112.9+	7.7	116.7♦
Cement	Million Metric Tons	.4	5.7	1.8	13.9
Sulphuric Acid	Million Metric Tons	.2*	1.6	.8	2.7

* 1928 + 1936 ♦ 1950

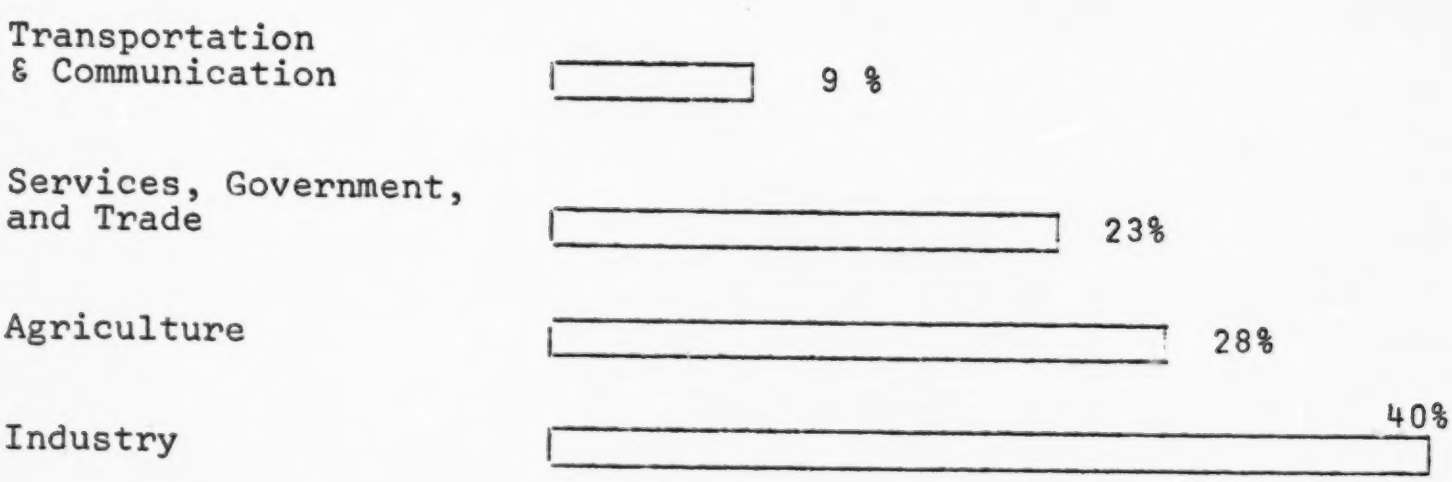
Source: Narodnoye Khozyaistvo SSR 1961 Godu, passim

D. OUTPUT OF KEY SOVIET INDUSTRIAL COMMODITIES 1952, 1958, 1963,1964

Commodity	Unit	1952	1958	1963	1964
Steel	mil. metric tons	34.5	54.9	80.2	84.5
Coal	mil. metric tons	300.9	496.1	532	550
Oil	mil. metric tons	47.3	113.2	206	225
Electricity	billion kwk	119.1	235.4	412	455
Fertilizers	mil. metric tons	6.4	12.4	19.9	25
Machine Tools	thousands	74.6	138.3	183	180
Tractors	thousands	98.9	219.7	325	320
Cement	mil. metric tons	13.9	33.3	61	63
Cotton Cloth	bil. sq. meters	3.6	4.3	5.1	5.4
Silk Cloth	mil sq. meters	.2	.7	.8	.8
Leather Shoes	million pair	237	356.4	463	475
Television Sets	millions	.04	1.0	2.5	2.9

Sources: Data for 1952 and 1958 from official statistical handbooks, for 1963 from Pravda., January 24, 1964, and for 1964 estimated from statistics on output during the first half of that year given in Pravda, July 23, 1964.

E. USSR - Gross National Product

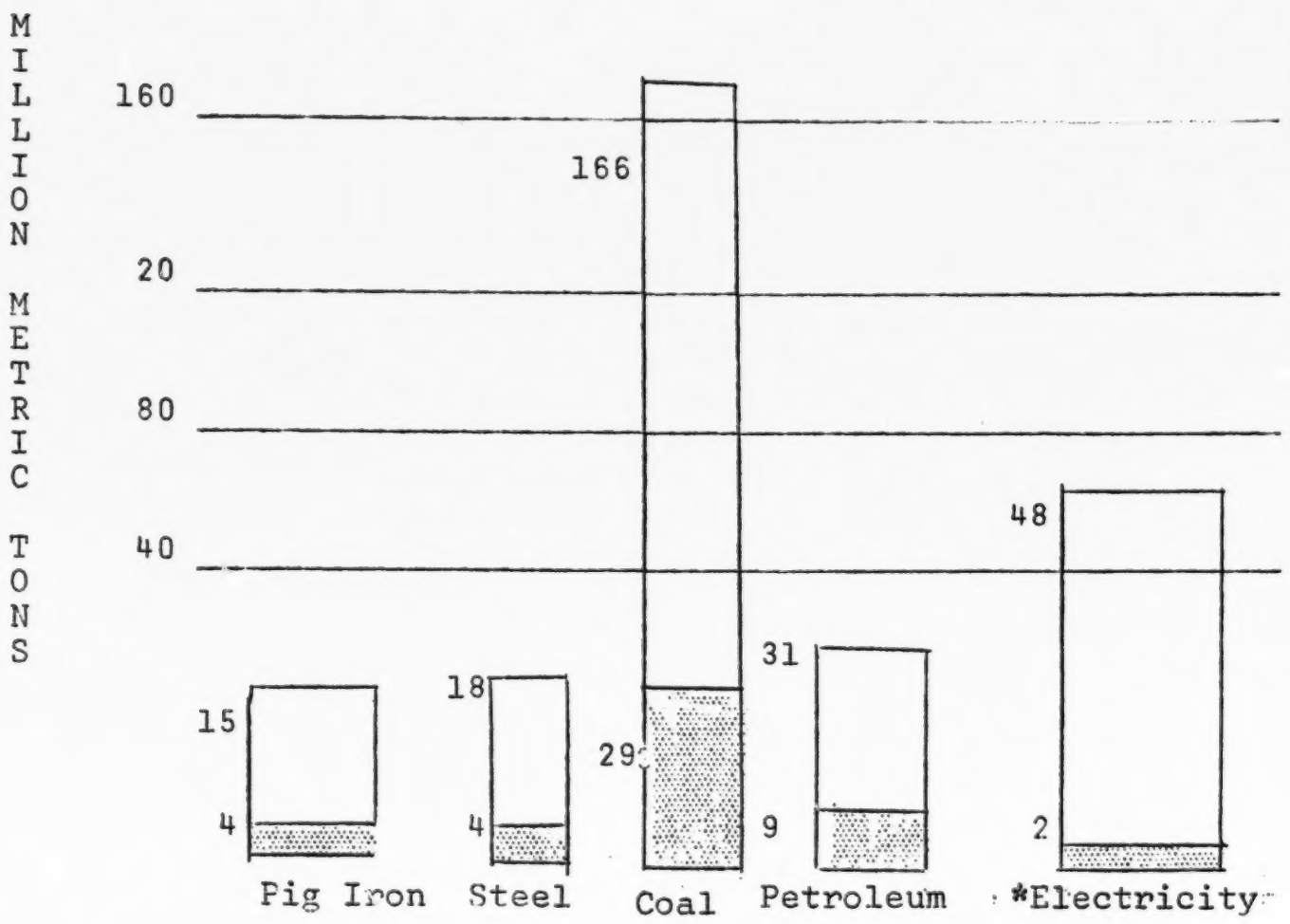


USSR - CONSUMER GOODS PRODUCED 1961

Passenger Cars	Thousands	149.0
Trucks and Buses	Thousands	406.0
Television Sets	Thousands	2.0
Radios	Millions	4.2
Meat	Million Metric Tons	4.3
Butter	Thousand Metric Tons	894.0

Source: A Study of the USSR and Communism, Scott Foresman, p. 143

APPENDIX F SOVIET PRODUCTION 1913-1940



*Billion Kilowatt Hours

Source: The Soviet Union, Scott Foresman, p. 12